

**Higher Level Teaching Assistant**

**Gurney Pease Academy**

**The Education Village Academy Trust**

- Candidate Information

- Person Spec

- Additional InformationA close-up of a logo

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20th May 2024

Dear Candidate,

Thank you for your interest in the post of Teaching Assistant Level 1 within the Early Years 2s Provision at Gurney Pease Academy – The Gurney Pease Pod. I am delighted to have the opportunity to share some information about our Trust, the schools within it as well as some detailed information about the post.

The Education Village formed in 2006 with three schools – Springfield Primary School, Beaumont Hill Special School and Haughton Secondary School - coming together to form a hard federation under a PFI contract housed in a state of the art £27 million campus. In April 2012 The Education Village Academy Trust (EVAT) was formed, and three further schools have subsequently joined the original three schools in the Trust – Gurney Pease Academy (a mainstream primary school), Whinfield Primary School (a mainstream primary school) and Marchbank Free School (a BESD Special Free School), all on their own individual sites.

The post is based within Gurney Pease Academy which is single form entry mainstream primary school with currently 212 children on roll, which includes a 26 place Nursery and 12 place provision for two-year olds (The Gurney Pease Pod). The appointed staff member will work within our two-year old provision, which forms an integral part of our Early Years Foundation Stage setting. We are seeking to recruit enthusiastic and committed staff whose outstanding understanding of Early Years provision will contribute towards our expectation that every child has access to an educational experience that is appropriate and inspirational.

The Education Village Academy Trust is committed to providing an outstanding education in the broadest sense. Our key priorities are to:

• develop successful learners

• increase learner progress to reach full potential

• extend students’ moral, social, cultural and spiritual development

What can you expect from us?

Staff are The Education Village Academy Trust’s most valuable resource and we value and invest in our people. We encourage reflective practice, classroom-based research and collaborative peer support because we want staff to deliver outstanding provision and to maintain a passion for learning. Wherever possible, we seek to accredit the professional development work of staff. Learning from others is at the centre of our staff development provision. We are highly fortunate that our broad educational provision allows us to draw on a wealth of knowledge, enthusiasm and expertise to deliver a broad and varied internal CPD programme.

If you would like to arrange a visit to our school, please contact the Gurney Pease school office on 01325 380790.

Yours faithfully,

Alison Sinclair

Principal

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| **POST TITLE:** | **Higher Level Teaching Assistant** |
| **GRADE :** | **Band 9 SCP 24-27** |
| **REPORTING RELATIONSHIP** | The Teaching Assistant will be a member of a multi-disciplined team, under the leadership and supervision of the senior leadership team. |
| **JOB PURPOSE :** | To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This will involve planning, preparing and delivering learning activities for individuals/groups or for whole classes (PPA time), and monitoring pupils and assessing, recording and reporting on pupils’ achievement, progress and development. Management of other teaching assistants and lunchtime assistants including appraisal and training. |
| **POST NO.** |  |

**MAIN DUTIES/RESPONSIBILITIES**

In co-operation with the teacher and under the agreed educational plan, the post holder will, to a level reflected by the grade of the post: -

# Support the Pupil by;

1. Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils’ learning.
2. Establish productive working relationships with pupils, acting as a role model and setting high expectations.
3. Encouraging acceptance and inclusion of all pupils and use appropriate skills to undertake those activities necessary to meet the physical, emotional and educational needs of individuals and groups of children.
4. Promote independence and employ strategies to recognise and reward achievement of self-reliance.
5. Develop and implement individual targets.
6. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
7. Provide feedback to pupils in relation to progress and achievement.
8. Deliver learning activities to pupils/classes across the school within agreed system of supervision, adjusting activities according to pupil responses/needs.
9. Deliver learning strategies e.g. literacy, numeracy and make effective use of opportunities provided by other learning activities to support the development of pupils’ skills.
10. Use ICT effectively to support learning activities and develop pupils’ competence and independence in its use.
11. Select and prepare resources necessary to lead learning activities, taking account of pupils’ interests and language and cultural backgrounds.
12. Advise on appropriate deployment and use of specialist aids/resources/equipment.

# Support the teacher by

1. Assisting teaching staff in the planning and delivery of work programmes for individuals and groups of children these programmes may be delivered in a supervised/ or unsupervised capacity.
2. Organise and manage appropriate learning environment and resources.
3. Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
4. Monitor and evaluate pupils’ responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
5. Undertaking marking of pupils’ work and accurately record achievement/progress and contribute to raising achievement in line with Trust policy.

# Support the school by

1. Being aware of the school’s policies and procedures.
2. Being aware of confidential issues linked to home/pupil/teacher/schoolwork and to keep confidences as appropriate.
3. Attending relevant meetings as required.
4. Participating in training and other learning activities and appraisal as required.
5. Assisting with the supervision of pupils out of lesson times, including break times and at lunchtimes.
6. Delivering after-school clubs.
7. Accompanying teaching staff and pupils on visits, trips and out of school activities as required.
8. Undertaking any other relevant duties commensurate with the grading of the post which from time to time may be required by the Principal.
9. Carrying out your duties with full regard to the Trust’s Equality Policy and Race Equality Scheme.
10. Complying with Health and Safety policies, organisations statements and procedures, report any incidents/accidents/hazards and take pro-active approach to health and safety matters in order to protect both yourself and others.

##### Line management responsibilities, including

1. Liaise between managers / teaching staff and teaching assistants.
2. Represent teaching assistants at teaching staff/management/other appropriate meetings.
3. Undertake appraisal of other teaching assistants and support with training.

PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL TRUST POLICIES, INCLUDING THE NO SMOKING POLICY.

THIS POST IS SUBJECT TO ENHANCED DBS AND DISQUALIFICATION BY ASSOCIATION DISCLOSURE. THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS AND WILL BE SUBJECT TO RECHECKING AS APPROPRIATE

**THE EDUCATION VILLAGE ACADEMY TRUST**

**PERSON SPECIFICATION – HIGHER LEVEL TEACHING ASSISTANT**

**POST NO.**

| **ESSENTIAL** | | | | **DESIRABLE** | | |
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|  | **Criteria No.** | ATTRIBUTE | **Stage Identified** | Criteria **No.** | ATTRIBUTE | **Stage Identified** |
| **Qualifications & Education** | E1  E2  E3  E4 | NVQ Level 3 for Teaching Assistants or equivalent child care related qualification  5 GCSE’s including A\* – C in Mathematics and English or equivalent level or higher qualification  Higher Level Teaching Assistant Status  Qualified / Trained First Aider,  or be willing to undertake training | AF/C  AF/C  AF/C  AF/C | D1 | Specialist skills training e.g in speech and language, phonics | AF/I/R |
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| **Experience & Knowledge** | E5  E6  E7  E8 | At least 3 years recent work experience of working with children of relevant age or ability in a teaching and learning environment  Experience of developing, implementing and evaluating pupils individual targets  Experience and knowledge of learning strategies and adapting these to individual pupil needs  Understanding of classroom roles and responsibilities and Teaching Assistant’s role | AF/I/R  AF/I/R  AF/I/R  AF/I | D2  D3 | Experience of managing staff including their development, training and performance  Experience running after-school clubs | AF/I/R |
|  | E9  E10  E11 | Experience of working with wide range of children including those with special educational needs  Understanding of principals of child development and learning processes  Experience of lesson / activity planning | AF/I/R  AF/I  AF/I/R |  |  |  |
|  | E12 | Experience of teaching whole classes and individual pupils for specific learning activities / lessons | AF/I/R |  |  |  |
|  | E13 | Experienced in using ICT in learning activities and develop pupils’ competence and independence in its use | AF/I/R  AF/I |  |  |  |
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| Skills | E14  E15  E16 | Ability to communicate both orally and in writing with a range of different audiences including providing sensitive feedback to parents, other professionals regarding pupil development  Ability to self evaluate learning needs and seek learning opportunities  Ability and confidence to assist pupils with basic numeracy and literacy in line with learning strategies and national curriculum | AF/I  AF/I  AF/I/R | D4 | Skill/interest in a particular curriculum area |  |
|  | E17 | Ability to work in a team and independently | AF/I/R |  |  |  |
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| **Personal**  **Attributes** | E18 | Ability to promote fairness and be a positive role model to pupils | AF/I |  |  |  |
|  | E19 | Satisfactory Enhanced DBS Disclosure | C |  |  |  |
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| Key – Stage identified |  |
| AF | Application Form |
| C | Certificates |
| T | Tests |
| P | Presentation |
| I | Interview |
| R | References |
| D | Disclosure |